INDEX TO VOLUME XLII

Abrams, Lisa M., Pedulla, Joseph J., & Madaus, George F. Views From the Classroom: Teachers' Opinions of Statewide Testing Programs, 18-29.

Additional Resources for Classroom Use, 84-88, 163-167, 261-264, 353-356.

Applying Learner-Centered Principles in Teacher Education. Jean W. Pierce & Deborah L. Kalkman, 127-132.

Applying Learner-Centered Principles to Middle School Education. Judith L. Meece, 109-116.

Applying the LCPs to High School Education. Elizabeth Weinberger & Barbara L. McCombs, 117-126.

Applying the Learner-Centered Principles to the Special Case of Literacy. Bill Bansberg, 142-150.

Artiles, Alfredo J., López-Torres, Laura, & Hoffman-Kipp, Peter. Beyond Reflection: Teacher Learning as Praxis, 248-254.

Bansberg, Bill. Applying the Learner-Centered Principles to the Special Case of Literacy, 142-150.

Benally, Joe, & McCarthy, Jane. Classroom Management in a Navajo Middle School, 296-304.

Beyond Reflection: Teacher Learning as Praxis. Peter Hoffman-Kipp, Alfredo J. Artiles, & Laura López-Torres, 248-254.

Birmingham, Carrie. Practicing the Virtue of Reflection in an Unfamiliar Cultural Context, 188-194.

Book Reviews, 159-162, 255-260, 351-352.

Brown, Dave F. Urban Teachers' Use of Culturally Responsive Management Strategies, 277-282.

Bryan, Lynn A., & McLaughlin, H. James. Learning From Rural Mexican Schools About Commitment and Work, 289-295.

Chudowsky, Naomi, & Pellegrino, James W. Large-Scale Assessments That Support Learning: What Will It Take? 75-83.

Clarke, Marguerite, & Gregory, Kelvin. High-Stakes Assessment in England and Singapore, 66-74.

Clarke, Marguerite, & Gregory, Kelvin. This Issue: The Impact of High-Stakes Testing, 2-3.

Classroom Management in a Navajo Middle School. Jane McCarthy & Joe Benally, 296-304.

Classroom Management in Inclusive Settings. Leslie C. Soodak, 327-333.

Cross, Beverly. Learning or Unlearning Racism: Transferring Teacher Education Curriculum to Classroom Practices, 203-209.

Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection. Tyrone C. Howard, 195-202.

Culturally Responsive Classroom Management: Awareness Into Action. Carol Weinstein, Mary Curran, & Saundra Tomlinson-Clarke, 269-276.

Curran, Mary Elizabeth. Linguistic Diversity and Classroom Management, 334-340.

Curran, Mary, Tomlinson-Clarke, Saundra, & Weinstein, Carol. Culturally Responsive Classroom Management: Awareness Into Action, 269-276.

Daniels, Denise H., & Perry, Kathryn E. "Learner-Centered" According to Children, 102-108.

Delpit, Lisa, & White-Bradley, Paula. Educating or Imprisoning the Spirit: Lessons from Ancient Egypt, 283-288.

Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education. Geneva Gay & Kipchoge Kirkland, 181-187.

Duffy, Mark, & Goertz, Margaret. Mapping the Landscape of High-Stakes Testing and Accountability Programs, 4-11.

Educating or Imprisoning the Spirit: Lessons from Ancient Egypt. Lisa Delpit & Paula White-Bradley, 283-288.

Examining Middle School Inclusion Classrooms Through the Lens of Learner-Centered Principles. Ilda Carreiro King, 151-158.

Ford, Donna Y., & Grantham, Tarek C. Providing Access for Culturally Diverse Gifted Students: From Deficit to Dynamic Thinking, 217-225.

Framework for the Redesign of K-12 Education in the Context of Current Educational Reform, A. Barbara L. McCombs, 93-101.

Gay, Geneva, & Kirkland, Kipchoge. Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education, 181-187.

Goertz, Margaret, & Duffy, Mark. Mapping the Landscape of High-Stakes Testing and Accountability Programs, 4-11.

Grantham, Tarek C., & Ford, Donna Y. Providing Access for Culturally Diverse Gifted Students: From Deficit to Dynamic Thinking, 217-225.

Gregory, Kelvin, & Clarke, Marguerite. High-Stakes Assessment in England and Singapore, 66-74.

Gregory, Kelvin, & Clarke, Marguerite. This Issue: The Impact of High-Stakes Testing, 2-3.

Gulek, Cengiz. Preparing for High-Stakes Testing, 42-50.

Gunzenhauser, Michael G. High-Stakes Testing and the Default Philosophy of Education, 51-58.

High-Stakes Assessment in England and Singapore. Kelvin Gregory & Marguerite Clarke, 66-74.

High-Stakes Testing and Students: Stopping or Perpetuating a Cycle of Failure? Catherine Horn, 30-41.

High-Stakes Testing and the Default Philosophy of Education. Michael G. Gunzenhauser, 51-58.

Hoffman-Kipp, Peter, Artiles, Alfredo J., & López-Torres, Laura. Beyond Reflection: Teacher Learning as Praxis, 248-254.

Hombo, Catherine M. NAEP and No Child Left Behind: Technical Challenges and Practical Solutions, 59-65.

Horn, Catherine. High-Stakes Testing and Students: Stopping or Perpetuating a Cycle of Failure? 30-41.

Howard, Tyrone C. Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection, 195-202.

Copyright © 2003 College of Education, The Ohio State University

Importance of Technology for Making Cultural Values Visible, The. Xiaodong Lin & Charles K. Kinzer, 234-242.
Issues in High-Stakes Testing Programs. Finbarr C. Sloane & Anthony E. Kelly, 12-17.
Jungst, S., Thompson, J., & Licklider, B. Learner-Centered Teaching: Post-Secondary Strategies That Promote "Thinking Like a Professional," 133-141.
Kalkman, Deborah L., & Pierce, Jean W. Applying Learner-Centered Principles in Teacher Education, 127-132.
Kelly, Anthony E., & Sloane, Finbarr C. Issues in High-Stakes Testing Programs, 12-17.
King. Ilda Carreiro. Examining Middle School Inclusion Classrooms Through the Lens of Learner-Centered Principles, 151-158.
Kinzer, Charles K., & Lin, Xiaodong. The Importance of Technology for Making Cultural Values Visible, 234-242.
Kirkland, Kipchoge, & Gay, Geneva. Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education, 181-187.
Large-Scale Assessments That Support Learning: What Will It Take? Naomi Chudowsky & James W. Pellegrino, 75-83.
"Learner-Centered" According to Children. Denise H. Daniels & Kathryn E. Perry, 102-108.
Learner-Centered Teaching: Post-Secondary Strategies That Promote "Thinking Like a Professional." J. Thompson, B. Licklider, & S. Jungst, 133-141.
Learning From Rural Mexican Schools About Commitment and Work. H. James McLaughlin & Lynn A. Bryan, 289-295.
Learning or Unlearning Racism: Transferring Teacher Education Curriculum to Classroom Practices. Beverly Cross, 203-209.
Licklider, B., Jungst, S., & Thompson, J. Learner-Centered Teaching: Post-Secondary Strategies That Promote "Thinking Like a Professional," 133-141.
Lin, Xiaodong, & Kinzer, Charles K. The Importance of Technology for Making Cultural Values Visible, 234-242.
Linguistic Diversity and Classroom Management. Mary Elizabeth Curran, 334-340.
Looking at Classroom Management Through a Social and Emotional Learning Lens. Jacqueline A. Norris, 313-318.
López-Torres, Laura, Hoffman-Kipp, Peter, & Artiles, Alfredo J. Beyond Reflection: Teacher Learning as Praxis, 248-254.
Madaus, George F., Abrams, Lisa M., & Pedulla, Joseph J. Views From the Classroom: Teachers' Opinions of Statewide Testing Programs, 18-29.
Mapping the Landscape of High-Stakes Testing and Accountability Programs. Margaret Goertz & Mark Duffy, 4-11.
McCarthy, Jane, & Benally, Joe. Classroom Management in a Navajo Middle School, 296-304.
McCombs, Barbara L. A Framework for the Redesign of K-12 Education in the Context of Current Educational Reform, 93-101.
McCombs, Barbara L. This Issue: Learner-Centered Principles: A Framework for Teaching, 90-92.
McCombs, Barbara L., & Weinberger, Elizabeth. Applying the LCPs to High School Education, 117-126.
McLaughlin, H. James, & Bryan, Lynn A. Learning From Rural Mexican Schools About Commitment and Work, 289-295.
Meece, Judith L. Applying Learner-Centered Principles to Middle School Education, 109-116.
Mentoring, Reflection, and Reciprocal Journaling. Linda C. Tillman, 226-233.
Milner, H. Richard. Teacher Reflection and Race in Cultural Contexts: History, Meanings, and Methods in Teaching, 173-180.
Milner, H. Richard. This Issue: Teacher Reflection and Race in Cultural Contexts, 170-172.
Motivating Students to Behave in Socially Competent Ways. Kathryn R. Wentzel, 319-326.
NAEP and No Child Left Behind: Technical Challenges and Practical Solutions. Catherine M. Hombo, 59-65.
No Time Like the Present: Reflecting on Equity in School Mathematics. Celia Rousseau & William Tate, 210-216.
Noguera, Pedro A. Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices, 341-350.
Norris, Jacqueline A. Looking at Classroom Management Through a Social and Emotional Learning Lens, 313-318.
Pedulla, Joseph J., Madaus, George F., & Abrams, Lisa M. Views From the Classroom: Teachers' Opinions of Statewide Testing Programs, 18-29.
Pellegrino, James W., & Chudowsky, Naomi. Large-Scale Assessments That Support Learning: What Will It Take? 75-83.
Perry, Kathryn E., & Daniels, Denise H. "Learner-Centered" According to Children, 102-108.
Pierce, Jean W., & Kalkman, Deborah L. Applying Learner-Centered Principles in Teacher Education, 127-132.
Practicing the Virtue of Reflection in an Unfamiliar Cultural Context. Carrie Birmingham, 188-194.
Preparing for High-Stakes Testing. Cengiz Gulek, 42-50.
Providing Access for Culturally Diverse Gifted Students: From Deficit to Dynamic Thinking. Donna Y. Ford & Tarek C. Grantham, 217-225.
Rousseau, Celia, & Tate, William. No Time Like the Present: Reflecting on Equity in School Mathematics, 210-216.
Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices. Pedro A. Noguera, 341-350.
Sharp, Kathleen M. Teacher Reflection: A Perspective from the Trenches, 243-247.

Sloane, Finbarr C., & Kelly, Anthony E. Issues in High-Stakes Testing Programs, 12-17.
Soodak, Leslie C. Classroom Management in Inclusive Settings, 327-333.
Tate, William, & Rousseau, Celia. No Time Like the Present: Reflecting on Equity in School Mathematics, 210-216.
Teacher Reflection: A Perspective from the Trenches. Kathleen M. Sharp, 243-247.
Teacher Reflection and Race in Cultural Contexts: History, Meanings, and Methods in Teaching. H. Richard Milner, 173-180.
This Issue: The Impact of High-Stakes Testing. Marguerite Clarke & Kelvin Gregory, 2-3.
This Issue: Learner-Centered Principles: A Framework for Teaching. Barbara L. McCombs, 90-92.
This Issue: Teacher Reflection and Race in Cultural Contexts. H. Richard Milner, 170-172.
This Issue: Classroom Management in a Diverse Society. Carol Weinstein, 266-268.
Thompson, J., Licklider, B., & Jungst, S. Learner-Centered Teaching: Post-Secondary Strategies That Promote "Thinking Like a Professional," 133-141.
Tillman, Linda C. Mentoring, Reflection, and Reciprocal Journaling, 226-233.
Tomlinson-Clarke, Saundra, Weinstein, Carol, & Curran, Mary. Culturally Responsive Classroom Management: Awareness Into Action, 269-276.
Urban Teachers' Use of Culturally Responsive Management Strategies. Dave F. Brown, 277-282.
Views From the Classroom: Teachers' Opinions of Statewide Testing Programs. Lisa M. Abrams, Joseph J. Pedulla, & George F. Madaus, 18-29.
Weinberger, Elizabeth, & McCombs, Barbara L. Applying the LCPs to High School Education, 117-126.
Weiner, Lois. Why Is Classroom Management So Vexing to Urban Teachers? 305-312.
Weinstein, Carol, Curran, Mary, & Tomlinson-Clarke, Saundra. Culturally Responsive Classroom Management: Awareness Into Action, 269-276.
Weinstein, Carol. This Issue: Classroom Management in a Diverse Society, 266-268.
Wentzel, Kathryn R. Motivating Students to Behave in Socially Competent Ways, 319-326.
White-Bradley, Paula, & Delpit, Lisa. Educating or Imprisoning the Spirit: Lessons from Ancient Egypt, 283-288.
Why Is Classroom Management So Vexing to Urban Teachers? Lois Weiner, 305-312.

TiP